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IDENTIFIERS *Oral Thermometer

ABSTRACT

An instructor's manual and student activity guide on the oral thermometer are provided in this set of prevocational education materials which focuses on the vocational area of health occupations. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (four to seven periods), activity goals, instructional objectives (eight), related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer key to instructional objectives and masters for duplication [e.g., checkpoint sheets]). The student activity guide provides step-by-step instructions (narrative and illustrations--e.g., name the parts of an oral thermometer, clean a clinical thermometer, take another student's temperature) for completing each instructional objective. At the end of each set of instructions is a student check point (evaluation activity). Six occupational descriptions (e.g., ambulance attendant, nurse aide, licensed practical nurse) conclude the document. (JH)

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ED169291

HEALTH OCCUPATIONS – THERMOMETER

Kit No. 2

INSTRUCTOR'S MANUAL

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1978

CE 020 476

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TITLE OF ACTIVITY

Kit No. 2, Health Occupations – Thermometer

DURATION

Main Activity – 3 to 4 periods
Follow-up Activity – 1 to 3 periods

GOALS

The student will understand the proper technique to be used in handling an oral thermometer.

The student will understand the process for cleaning and shaking down an oral thermometer.

The student will learn how to read a clinical oral thermometer.

The student will learn how to take an accurate oral temperature and record it in a log book.

INSTRUCTIONAL OBJECTIVES

The student will name the parts of an oral thermometer using a model wooden thermometer.

Using a model wooden thermometer, the student will indicate the proper method for holding an oral thermometer.

Using a model wooden thermometer, the student will locate the different temperature readings by using the numbers on the thermometer.

Using a glass oral clinical thermometer, the student will locate the different temperature readings by using the numbers on the thermometer.

The student will shake down the mercury in a clinical thermometer to 95 or below.

The student will clean a clinical thermometer.

Using an oral thermometer, the student will take another student's temperature.

Using the handout of a daily log, the student will record the information required in the proper columns.

VOCATIONAL CLUSTERS

Office Occupations

ACTIVITY IMPLEMENTATION

A. Activity Description

This activity will introduce the student to an aspect common to the health occupations field. After learning how to properly read and handle a wooden model thermometer, the student will have the opportunity to take and record the temperature of another student using a clinical oral thermometer.

B. Safety

Handle glass thermometers very carefully; they tend to break easily.

Glass thermometers can easily roll off desk tops and break.

Use a wet paper towel to pick up the glass from a broken thermometer.

Use a dry paper towel to pick up the mercury because it has a tendency to roll around. Do not handle the mercury; it is POISONOUS.

Wrap the two towels in another towel and place in a paper or plastic bag and put in trash.

C. Materials Required

1. Audio Visual Equipment
   None

2. Technical Equipment
   13 clinical thermometers
   13 thermometer holders
   13 wooden thermometers

3. Expendable Materials
   100 cotton balls
   1 pint 70% rubbing alcohol
   1 pint liquid detergent
   1 pack paper towels or 25 antiseptic towels
   50 disposable cups

D. Preparation Prior to Class

If you are not familiar with this activity, you should read through the student activity guide to become acquainted with the tasks involved.

Place desks in pairs or arrange tables to group students in pairs.

At each station, place the following items:

- 2 Student Activity Guides
- 4 disposable cups
- In cup No. 1, place a few drops of liquid soap and add enough water to wet 4 cotton balls. Add the 4 cotton balls.
- In cup No. 2, add enough water to wet 4 cotton balls. Add the 4 cotton balls.
- In cup No. 3, place 4 dry cotton balls.
- Cup No. 4 is for used cotton balls.
- 1 wooden thermometer
- paper towels

At the instructor's desk, place the following items:

- handout sheets
- clinical thermometers
- thermometer holders with alcohol in each one

Have someone ready to issue hall passes if the bathroom has to be used for the washing of hands.

E. During Class Session

INTRODUCTION – Taking temperature is an activity to introduce you to Health Occupations. One of the duties is to take a person's temperature or, if working in a veterinarian's office, to take an animal's temperature. This activity will teach you how to take a correct temperature and read a clinical thermometer.

On your desk are the student booklets and equipment you will need to start learning about temperature taking.

Follow the directions in the booklet and when you need a checkpoint sheet or the clinical thermometer and holders you can come to the instructor's desk.

TO INSTRUCTOR – You should be available to help students and check the readings of the oral temperatures. If activity cannot be completed in one period, you may want to stop with Objective 5, and you would not need cotton balls, etc., until next period.

When students reach Objective 5, one student should watch while the other partner goes through Objectives 5 – 8. Then switch places.

F. Follow-up Activities

1. Using the VIEW Fact Sheet, students should report on at least one of the following occupations:
   - Animal Care Technician
   - Child-Day-Care Center Worker
   - Licensed Practical Nurse
   - Medical Assistant
   - Nurse Aide
   - Orderly
   - Paramedic
   - Registered Nurse
2. Each student reports on a health institution in the area he/she lives, as to what the requirements are to work there.
3. Each student reports on what health services can be obtained in the area.
4. Each student volunteers to work in school health room.
5. Conduct a school survey on how many people can read a clinical thermometer among teachers and/or students.
6. Look up ads in newspaper pertaining to health occupations field – could be listed as nursing assistant, dental assistant, veterinarian assistant, child development aides, aides in day care center for mentally retarded children, First Aid aide, public health department aide, UpJohns homemaker aide.
7. Field trip to any health care agency close by:
   - hospital
   - clinics
   - educational institutions
   - industrial plants
   - doctor's office
   - dentist's office
   - public health department
   - nursing homes

ANSWER KEY

Objective I

A. Bulb
B. Mercury
C. Stem

Objective II

B.

Objective III

1. 96.2
2. 98.6
3. 100.8
4. 101.4
5. 104.6

Objective IV

1. 96.2
2. 97.8
3. 99
4. 101.4
5. 102.6

Objective VI

1. cups
2. water, soap, cotton balls
3. water, cotton balls
4. cotton balls
5. friction

MASTERS FOR DUPLICATION

1. View Fact Sheet
2. Checkpoint, Objective I
3. Checkpoint, Objective II
4. Checkpoint, Objective III
5. Checkpoint, Objective IV
6. Checkpoint, Objective VI
7. Daily Log

VIEW FACT SHEET

NAME _____ CLASS _____ OCCUPATION _____

A. List the advantages (good points) of this occupation (job).

B. List the disadvantages (bad points) of this occupation (job).

C. List three things you should know to do this occupation (job).
1.
2.
3.

D. What type of education should you get to be prepared (do) for this occupation (job)?

E. What courses must you take to go into this occupation (job)?

F. What do you think your future in this occupation (job) will be?

G. What wage can you expect in this occupation (job)?

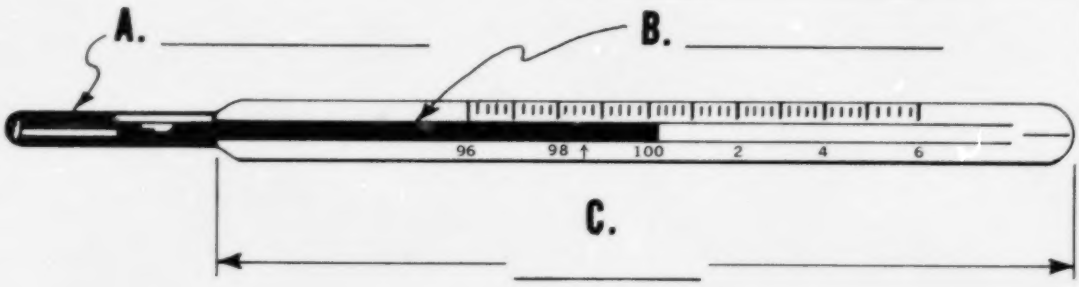
H. What are the working hours of this occupation (job)?

I. To learn more about this occupation (job), write to:

J. Using a scale of 1 to 5, circle the number that measures your interest in this occupation (job) as a possible career.

I don't like it. ← 1 2 3 4 5 → I like it.

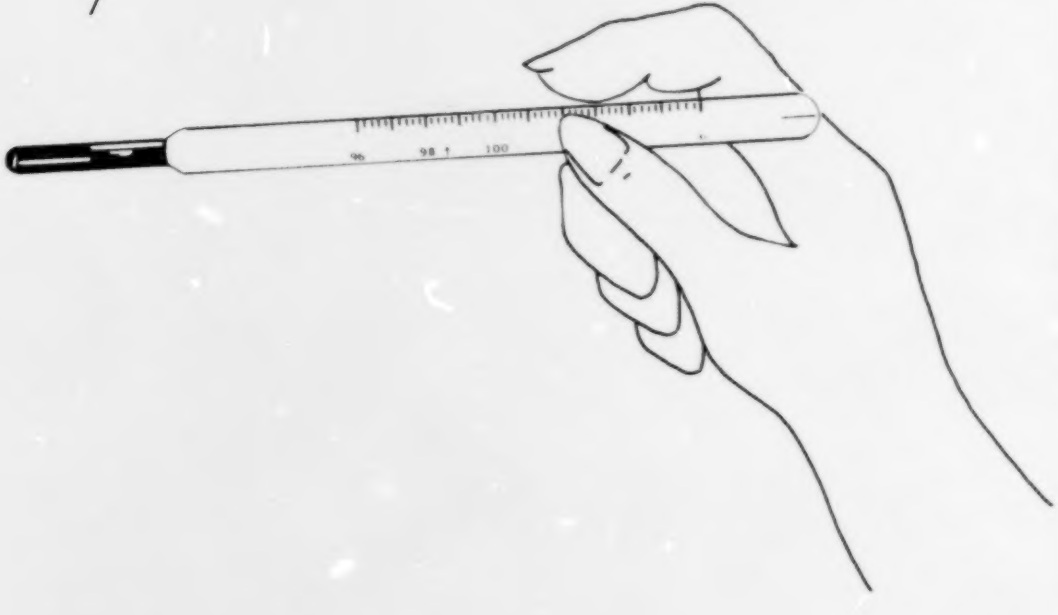
CHECKPOINT: OBJECTIVE 1



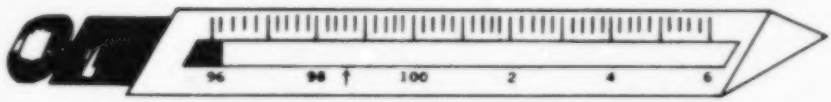
CHECKPOINT: OBJECTIVE II

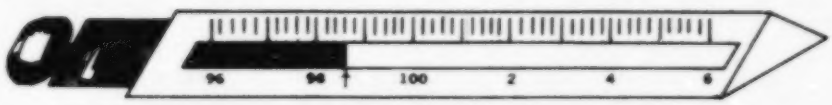
A.

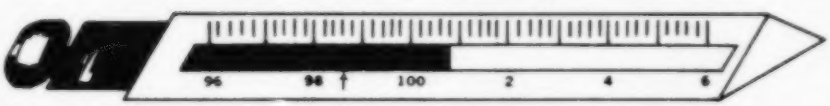
B.

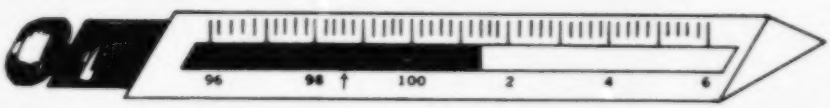


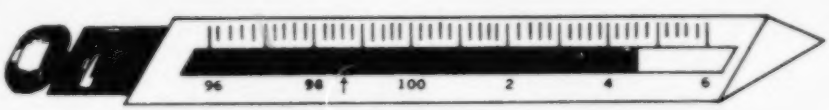
CHECKPOINT: OBJECTIVE III

1. _____ 

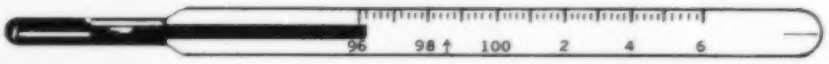
2. _____ 

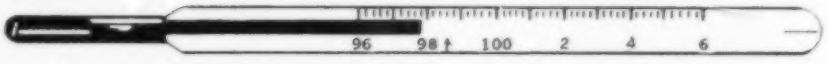
3. _____ 

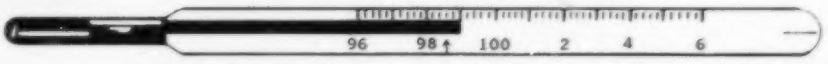
4. _____ 

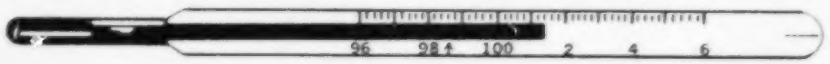
5. _____ 

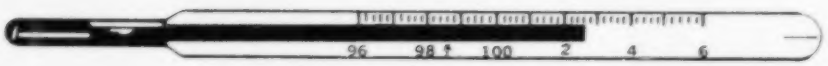
CHECKPOINT: OBJECTIVE IV

1. _____ 

2. _____ 

3. _____ 

4. _____ 

5. _____ 

CHECKPOINT: OBJECTIVE VI

1. In cleaning a thermometer, you should get three _____.
2. In the first one, you should have _____, _____, and _____ _____.
3. In the second one, you should have _____, and _____ _____.
4. In the third one, you should have dry _____ _____.
5. When using the cotton balls on the thermometer, you should rotate the thermometer through the cotton ball from stem end to bulb end using a slight amount of _____.

DAILY LOG

NAME	CLASS	DATE	TIME	TEMP.

HEALTH OCCUPATIONS – THERMOMETER

Kit No. 2

STUDENT

LEARNING ACTIVITY GUIDE

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1978

HEALTH OCCUPATIONS
USING THE ORAL THERMOMETER

INTRODUCTION

Throughout the health occupations field, taking a person's temperature is a common occurrence. Even though it is done so often, it is a task which is very important and must be done accurately.

You probably have had your temperature taken by your mother, a nurse, or a doctor. What they were trying to find out was whether your body temperature was higher than normal. If your temperature is high, and you haven't been doing a lot of exercise, it is a sign that your body is fighting an infection.

In this activity, you will learn how to take a temperature. This will give you some idea of one of the tasks performed by someone in the health occupations field and will also come in handy someday.

GOALS

1. The student will understand the proper technique to be used in handling an oral thermometer.
2. The student will understand the process for cleaning and shaking down an oral thermometer.
3. The student will learn how to read a clinical oral thermometer.
4. The student will learn how to take an accurate oral temperature and record it in a log book.

DIRECTIONS

1. Read Objective I. Follow the steps to complete the objective.
2. Complete the checkpoint before going on to the next objective.
3. If you cannot complete the checkpoint, redo the steps and try again before asking for help.
4. Do not make any marks in the programmed text.
5. Work in pairs on objectives I through IV.

MATERIAL

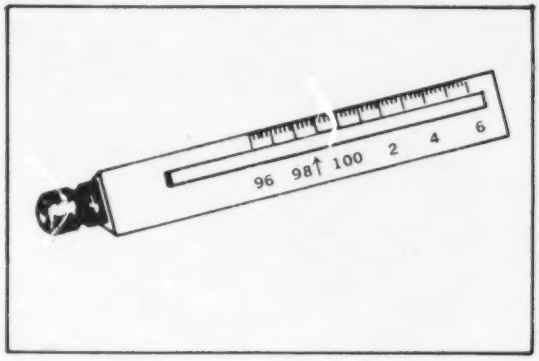
At your station, you should have the following items:

- 2 Student Activity Guides
- 4 disposable cups
- Cup No. 1 should have soapy water with 4 cotton balls in it.
- Cup No. 2 should have plain water with 4 cotton balls in it.
- Cup No. 3 should have 4 dry cotton balls in it.
- 1 wooden thermometer
- 1 paper towel
- Cup No. 4 is for used cotton balls

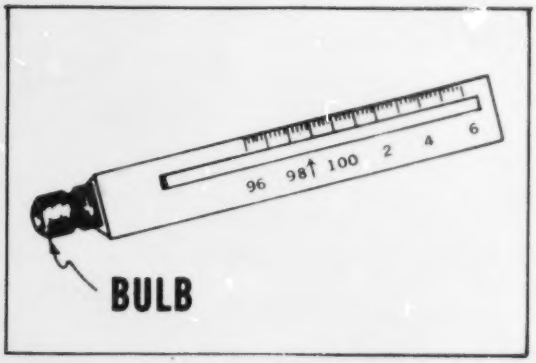
PROGRAMMED TEXT

Instructional Objective I

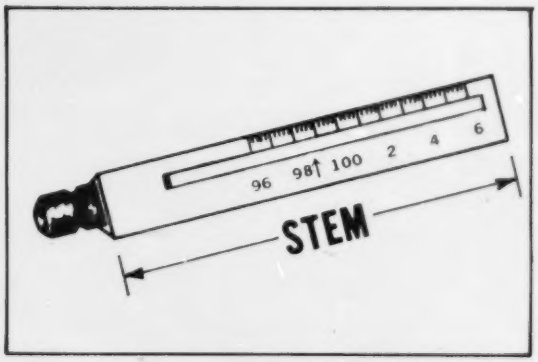
The student will name the parts of an oral thermometer using a model wooden thermometer.



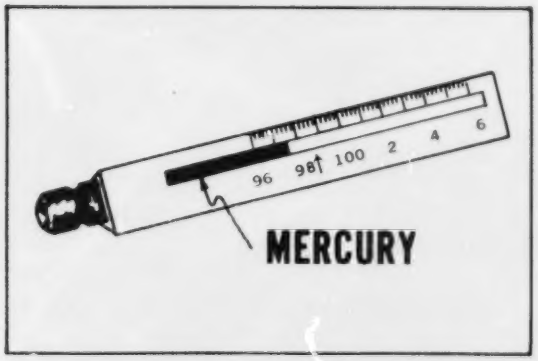
STEP 1 – Place the wooden thermometer in front of you in the same position as shown in the picture.



STEP 2 – The wooden knob on the left of the model thermometer represents the bulb on a clinical thermometer.



STEP 3 – The stem is the length of the thermometer up to the bulb.



STEP 4 – The mercury of a clinical thermometer is represented by the silver strip of wood in the model thermometer.

Check Point

Get the handout for the checkpoint for Objective I from your instructor.

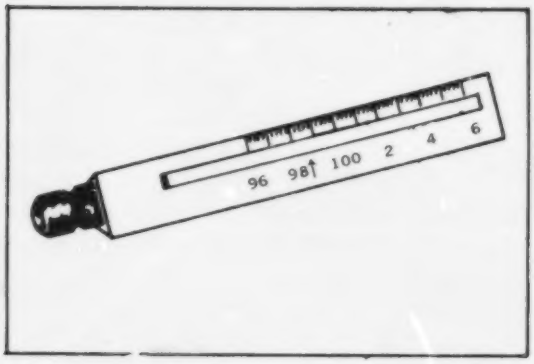
Without looking in the programmed text, put the names of the parts of the thermometer in the blank spaces.

After you have filled in the blanks, go back to your instructor and ask to see the master to check your answers.

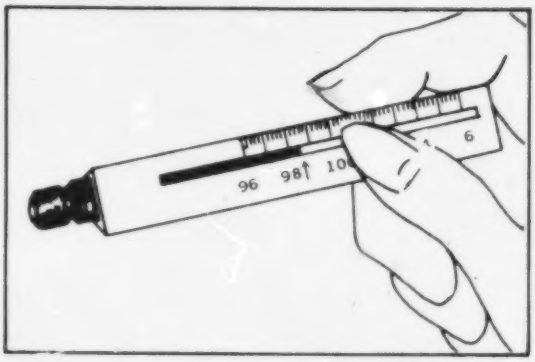
If your answers are correct, go on to the next objective. If they are wrong, redo the steps and the checkpoint.

Instructional Objective II

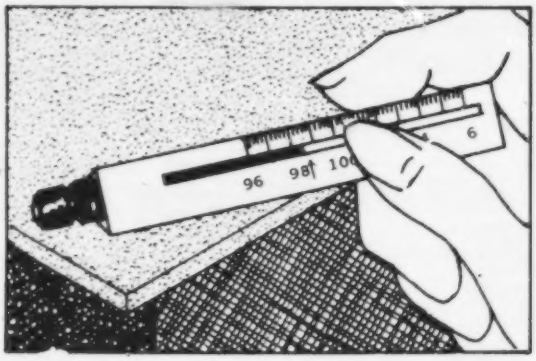
Using a model wooden thermometer, the student will indicate the proper method for holding an oral thermometer.



STEP 1 – Place the wooden thermometer in front of you in the same position as shown in the picture.



STEP 2 – Using your thumb and index finger, grasp the stem of the thermometer at the end opposite the bulb.



STEP 3 – Lift the thermometer off the table. This is the correct method for holding the thermometer.

Check Point

Get the handout for the checkpoint for Objective II from your instructor.

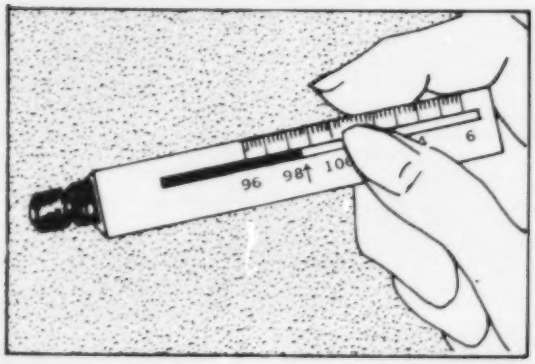
Without looking in the programmed text, circle the letter next to the picture that shows the correct way to hold a thermometer.

After you have circled a letter, go back to your instructor and ask to see the master to check your answer.

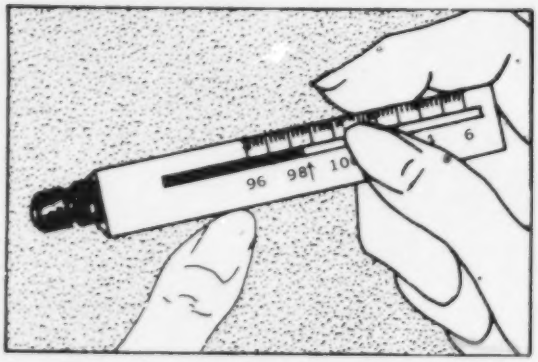
If your answer is correct, go on to the next objective. If your answer is wrong, redo the steps and the checkpoint.

Instructional Objective III

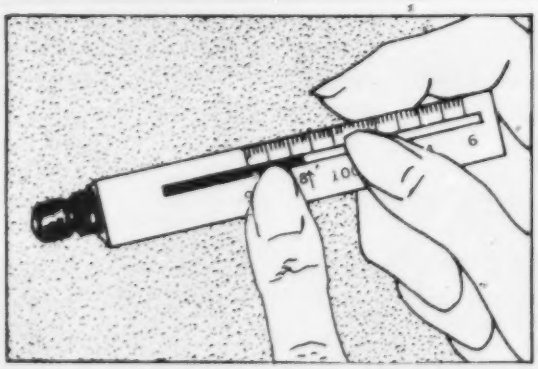
Using a model wooden thermometer, the student will locate the different temperature readings by using the numbers on the thermometer.



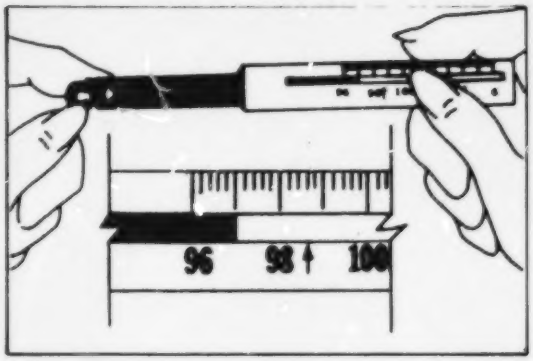
STEP 1 – Pick up the wooden thermometer.



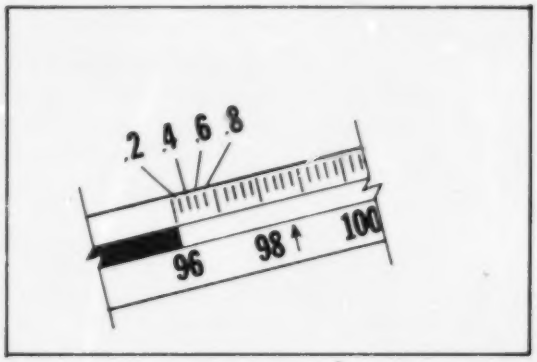
STEP 2 – Read the numbers on the thermometer starting at the bulb end.



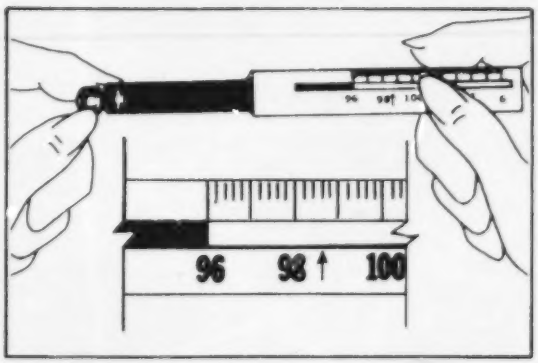
STEP 3 – Now look at the length of the unnumbered lines.



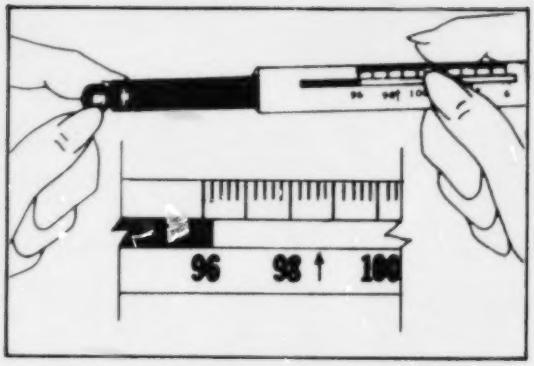
STEP 4 – Pull on the wooden knob until the edge of the silver lines up with the first long, unnumbered line after 96. This is 97 and all long, unnumbered lines are odd numbers.



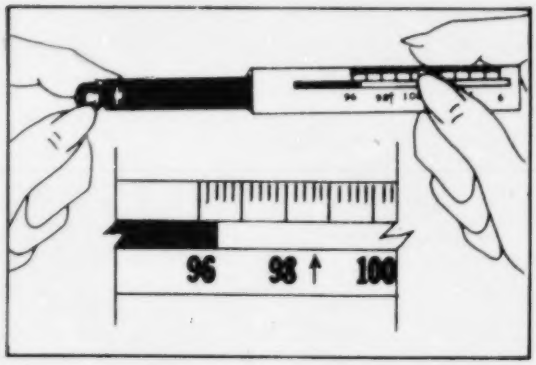
STEP 5 – Look at the short lines between the long lines. These are even tenths: .2, .4, .6, .8.



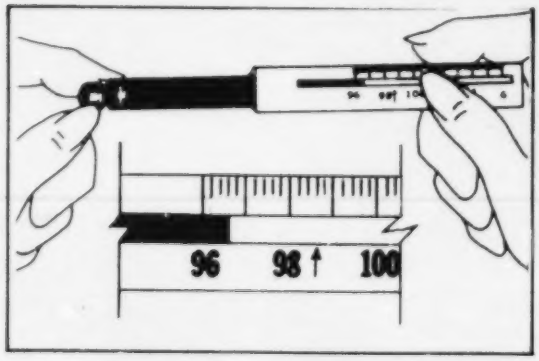
STEP 6 – Pull on the wooden knob until the edge of the silver lines up on 96.



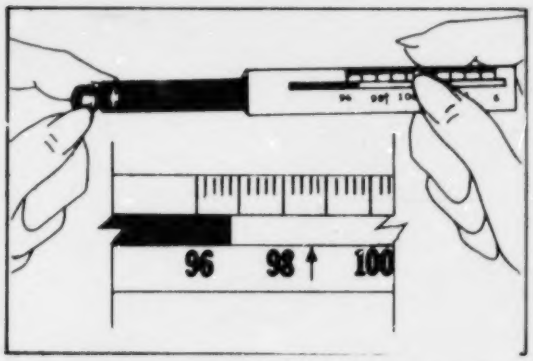
STEP 7 – Now, move the edge of the silver to the first short line after 96. This is 96.2.



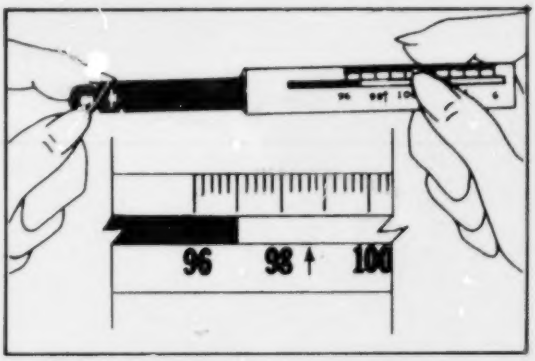
STEP 8 – Next, move the edge of the silver to the second short line after 96. This is 96.4.



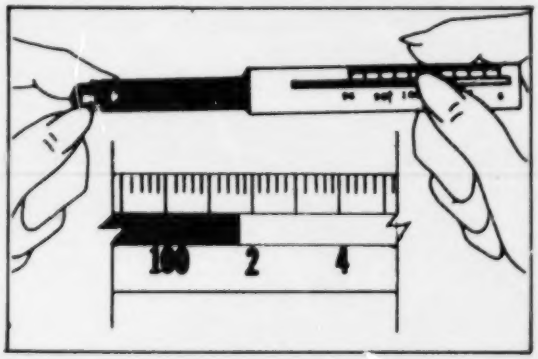
STEP 9 – Again move the edge of the silver, but this time to the third short line after 96. This is 96.6.



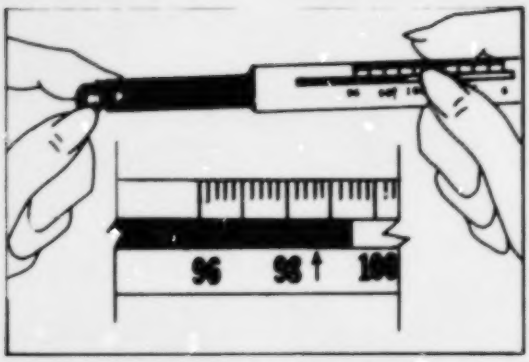
STEP 10 – Again, move the edge of the silver to the fourth short line after 96. This is 96.8.



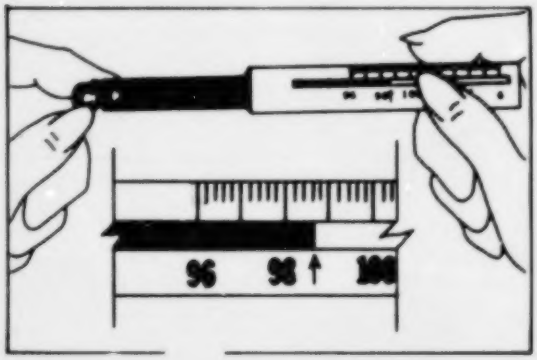
STEP 11 – Finally, move the edge of the silver to the first long line after 96. This is 97 which is a whole number.



STEP 12 – Now move the edge of the silver to 101.6. First move it to the first long line after 100, this is 101. Then move it to the third short line after 101, this is 101.6.



STEP 13 – Move the edge of the silver to 99.4. This will be the second short line following the long line after 98.



STEP 14 – Move the edge of the silver to 98.6. This will be the third short line following 98. It sometimes may have an arrow(↑) pointing to it because this is the average normal oral temperature.

Check Point

Get the handout for the checkpoint for Objective III from your instructor.

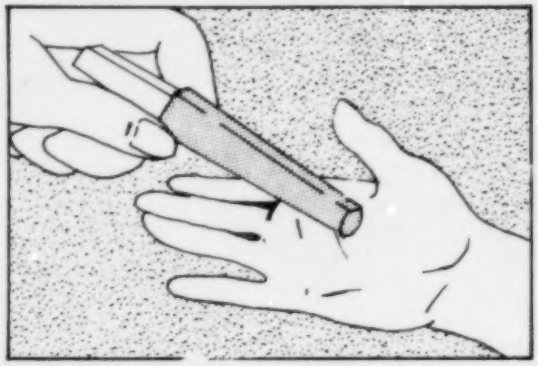
Without looking in the programmed text, write in the blank space next to each thermometer, the number where the mercury is.

After you have written in a number for each of the five thermometers, go back to your instructor and ask to see the master to check your answers.

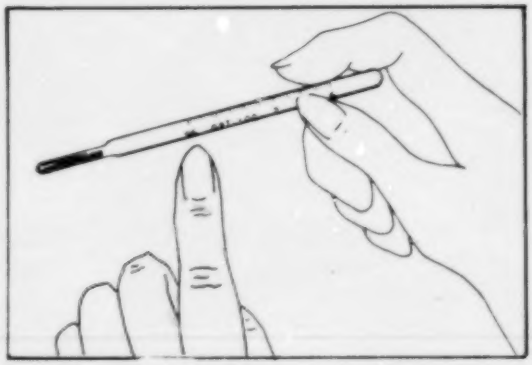
If your answers are correct, go on to the next objective. If they are wrong, redo the steps and the checkpoint.

Instructional Objective IV

Using a glass oral, clinical thermometer, the student will locate the different temperature readings by using the numbers on the thermometer.

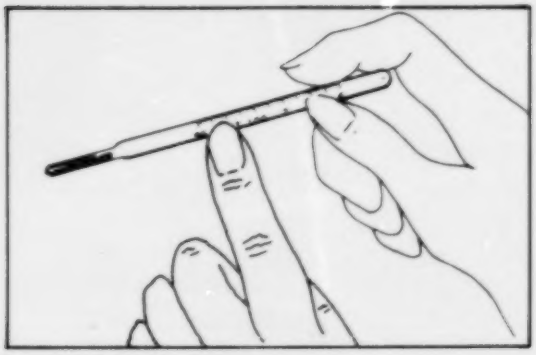


STEP 1 – Go to your instructor and ask for a glass oral thermometer that is in a container with 70% rubbing alcohol. Handle carefully because it doesn't take much to break them.

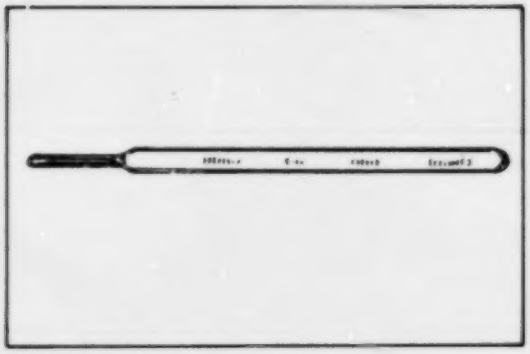


STEP 2 – Hold the thermometer by the stem end and look at the bulb end and read the numbers on the thermometer: 96, 98, 100, 102, 104, 106. Notice that they are even numbers.

STEP 3 – Continue to hold thermometer by the stem end and look at the long unnumbered lines, they represent the missing odd numbers: 97, 99, 101, 103, 105.

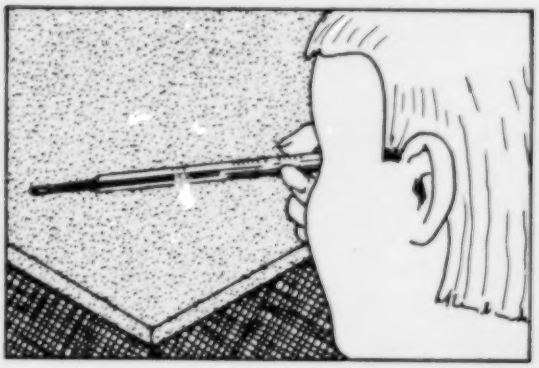


STEP 4 – Continue to hold thermometer by the stem end and look at the short lines between each long line. Remember these are even tenths numbers: .2, .4, .6, .8, etc.

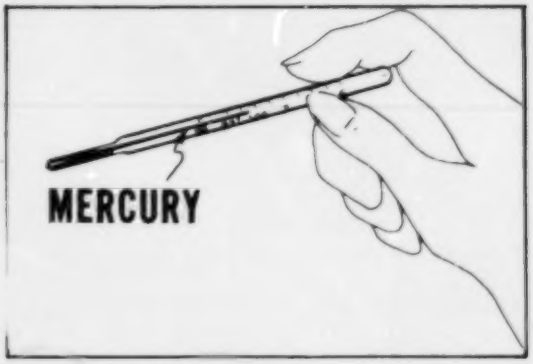


STEP 5 – Slightly rotate the thermometer away from you until you see a broad, white strip going from one end to the other. This is the back of the thermometer.

STEP 6 – Again rotate the thermometer until you see the lines along the top and the numbers at the bottom.



STEP 7 – Hold the thermometer at eye level and look between the lines and numbers. You should see a silver streak that starts at the bulb and ends at some point on the thermometer.



STEP 8 – The point at which the mercury ends is the temperature. By turning the thermometer slightly, you can see what number the end of the mercury is closest to.

Check Point

Get the handout for the checkpoint for Objective IV from your instructor.

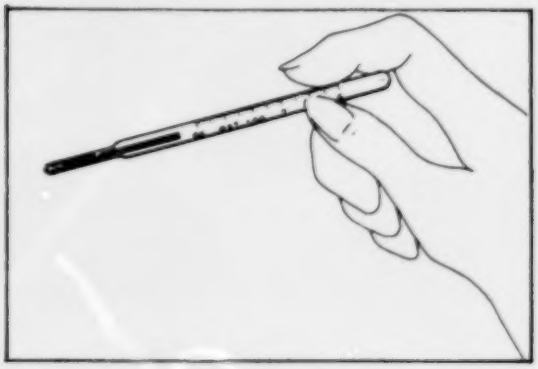
Without looking in the programmed text, write in the blank space next to each thermometer, the number where the mercury is.

After you have written in a number for each of the five thermometers, go back to your instructor and ask to see the master to check your answers.

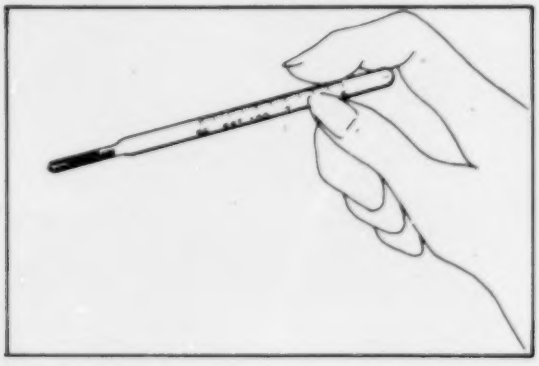
If your answers are correct, go on to the next objective. If they are wrong, redo the steps and the checkpoint.

Instructional Objective V

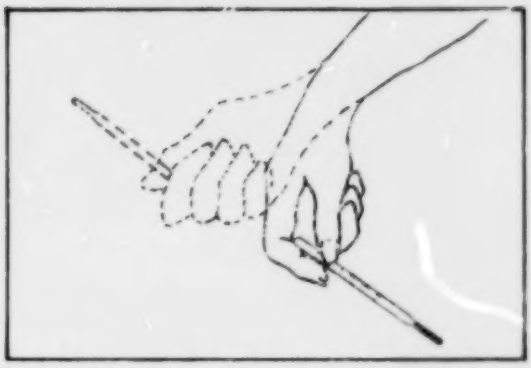
The student will shake down the mercury in a clinical thermometer to 95 or below.



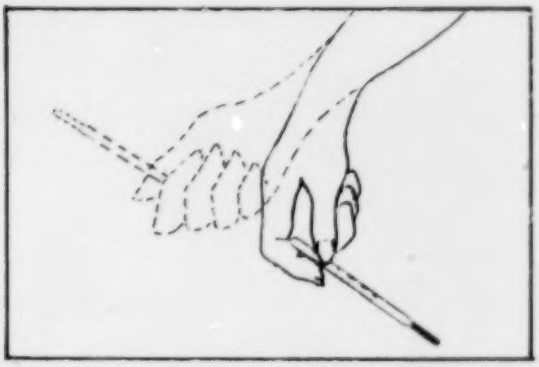
STEP 1 – The mercury in a clinical thermometer should read 95 or below before taking someone's temperature.



STEP 2 – Hold the thermometer by the stem end firmly between the thumb and the index finger.



STEP 3 – With a flick of the wrist and with a quick short jerking movement of the wrist the mercury in the clinical thermometer should come down at least 1 degree. NOTE: Be sure not to stand or sit near anything that could break the thermometer while you are shaking it down.



STEP 4 – Repeat this movement until the mercury is at 95° or below.

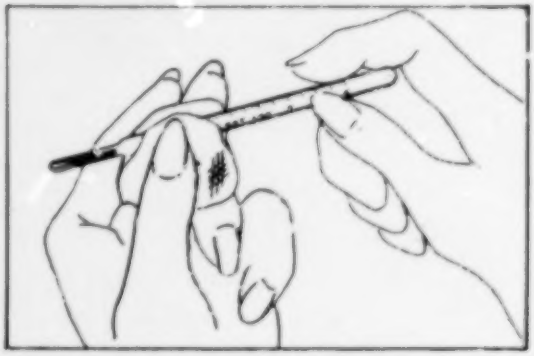
Check Point

Have instructor check thermometer to see if it is below 95°.

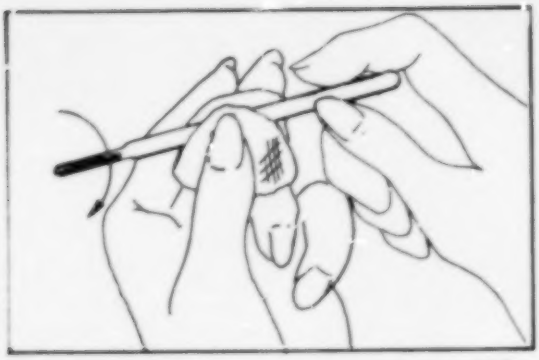
Instructional Objective VI

The student will clean a clinical thermometer.

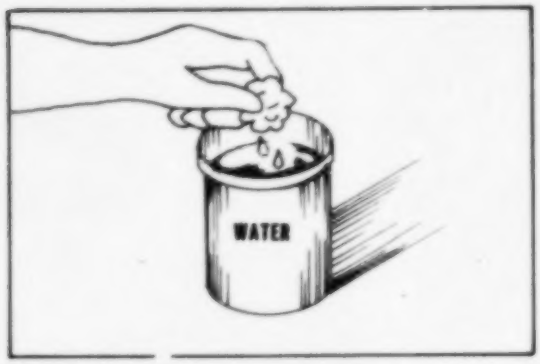
STEP 1 – Take a cotton ball soaked in the water and soap solution and squeeze out the excess soap and water.



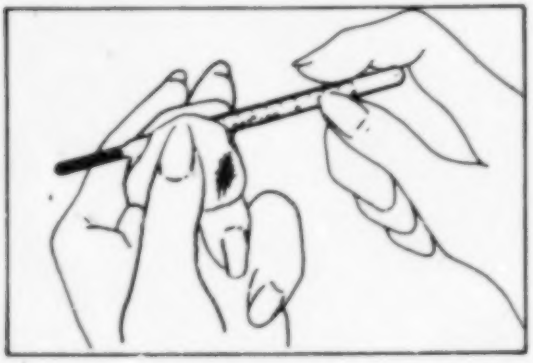
STEP 2 – Hold thermometer by stem end in one hand and hold cotton around thermometer with other hand.



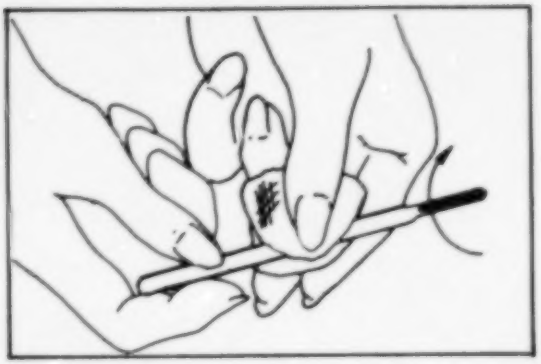
STEP 3 – Rotate the thermometer inside the cotton ball as you move the cotton ball from stem end to bulb end, using a small amount of friction to clean the thermometer.



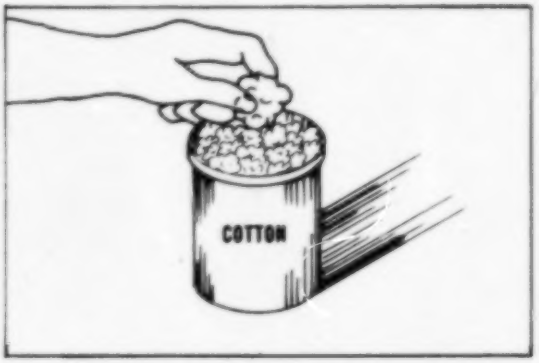
STEP 4 – Take a cotton ball soaked in water and squeeze out the excess water.



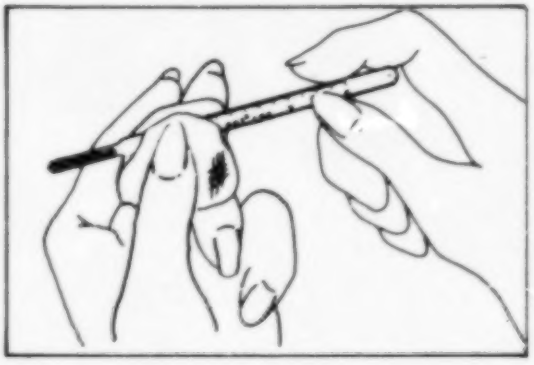
STEP 5 – Hold thermometer by stem end in one hand and hold cotton around thermometer with other hand.



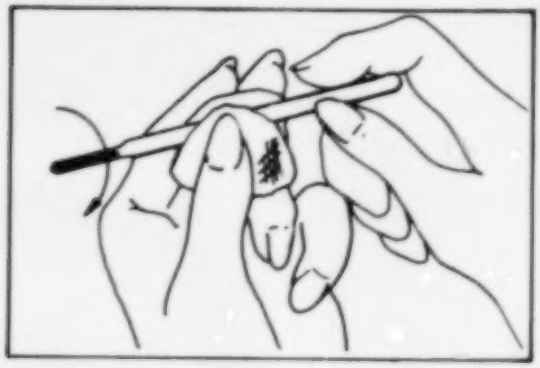
STEP 6 – Rotate the thermometer inside the cotton ball as you move the cotton ball from stem end to bulb end, using a small amount of friction to clean the thermometer.



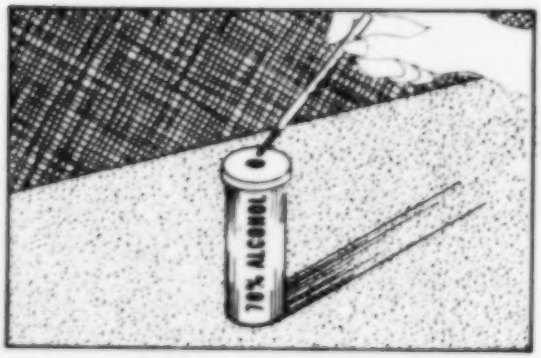
STEP 7 – Take a dry cotton ball.



STEP 8 – Hold thermometer by stem end in one hand and hold cotton around thermometer with other hand.



STEP 9 – Rotate the thermometer inside the cotton ball as you move the cotton ball from stem end to bulb end, using a small amount of friction to clean the thermometer.



STEP 10 – Place the clean thermometer in the holder containing the 70% solution of alcohol for at least five (5) minutes.

Check Point

Get the handout for the checkpoint for Objective VI from your instructor.

Read each statement and then complete the statements by filling in the blanks with the correct word.

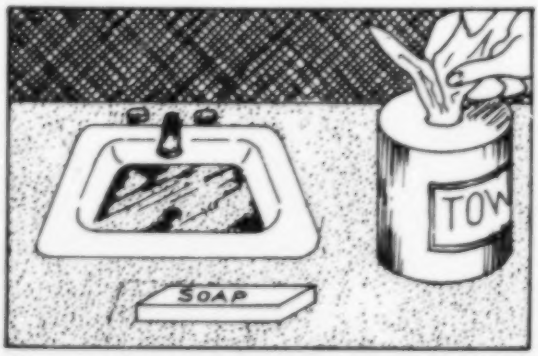
After you have filled in the blanks, go back to your instructor and ask to see the master to check your answers.

If your answers are correct, go on to the next objective. If they are wrong, redo the steps and the checkpoint.

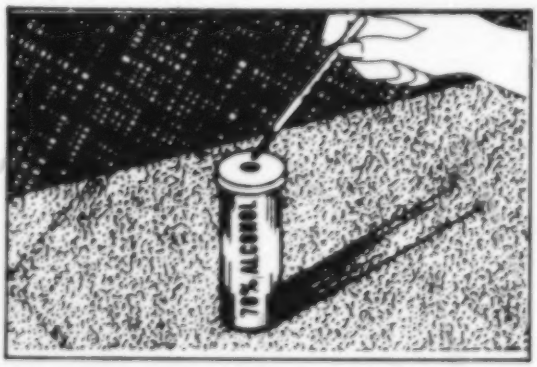
Instructional Objective VII

Using an oral thermometer, the student will take another student's temperature.

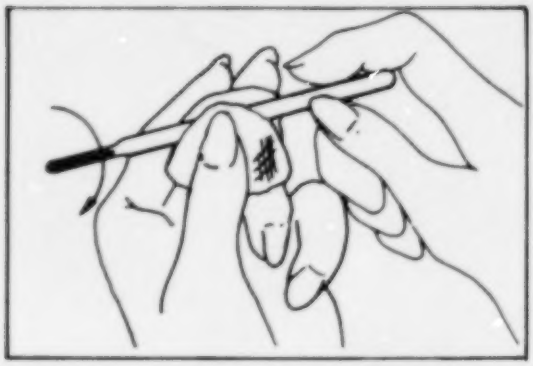
STEP 1 – Have the student, whose temperature you are going to take, sit in a chair.



STEP 2 – Wash your hands and wrists in warm, soapy water, rinse and dry well. If no water is available, use an antiseptic towel.

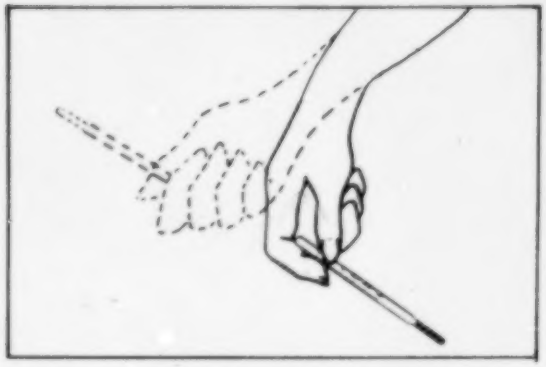


STEP 3 – Take thermometer out of the holder containing alcohol.



STEP 4 – Hold thermometer by stem end; with other hand hold dry cotton ball and rotate the cotton ball around thermometer from stem to bulb, using small amount of friction.

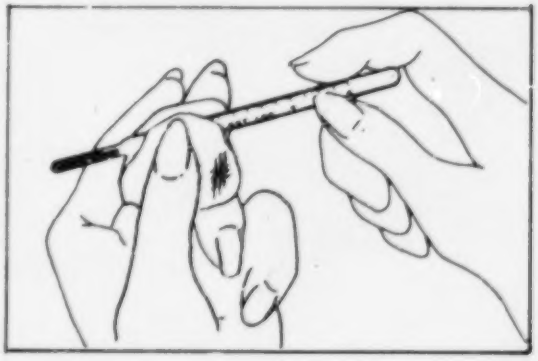
STEP 7 – Have the student, whose temperature you are taking, close his/her mouth without biting the thermometer. Leave the thermometer in place for at least three (3) minutes.



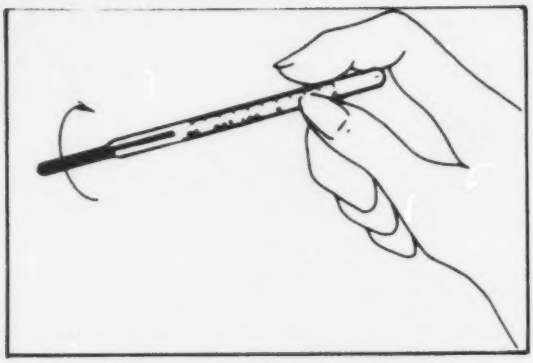
STEP 5 – Shake down the thermometer to 95^{O} or below.

STEP 8 – After three minutes, remove the thermometer from the student's mouth.

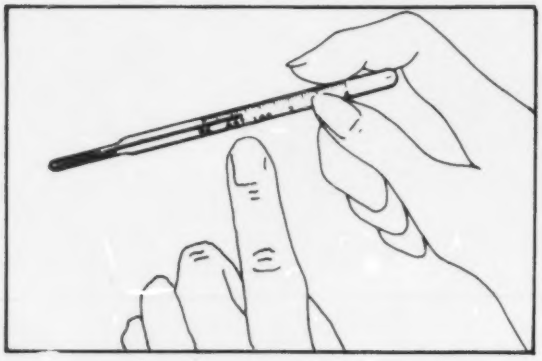
STEP 6 – Holding to the stem end of the thermometer, place the bulb end under the student's tongue near the center where tongue is attached to the floor of the mouth.



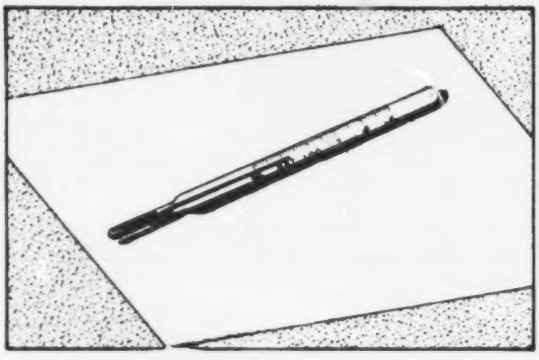
STEP 9 – Holding stem end, and with a dry cotton ball, rotate the thermometer as the cotton ball is moved from stem to bulb to remove any material (from mouth or lips) that was on thermometer.



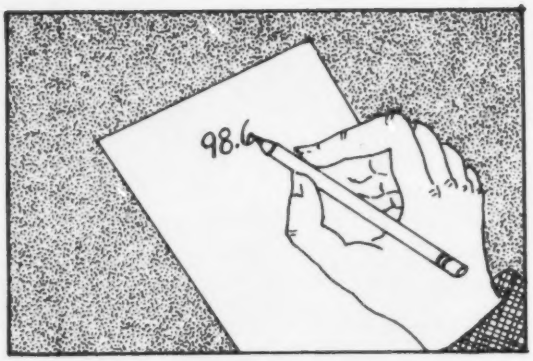
STEP 10 – Rotate the thermometer until the lines are at the top and the numbers are on the bottom.



STEP 11 – Follow the mercury from the bulb up the stem and note at which line it stops. Now figure out the temperature.



STEP 12 – Lay the thermometer on a clean paper towel until your instructor can check your reading.



STEP 13 – On a piece of paper, write the temperature you read on the thermometer.

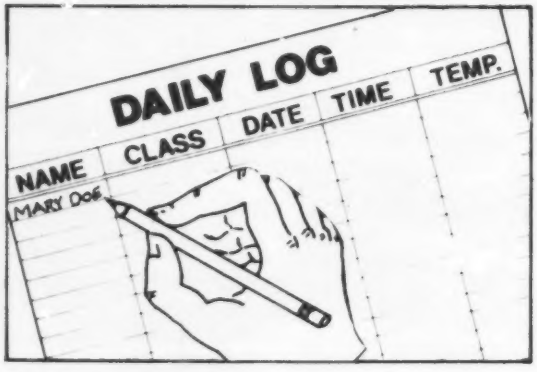
Check Point

If your instructor says that your reading is correct, go on to the next objective. If your reading is incorrect, repeat Objectives IV, V, VI, and VII.

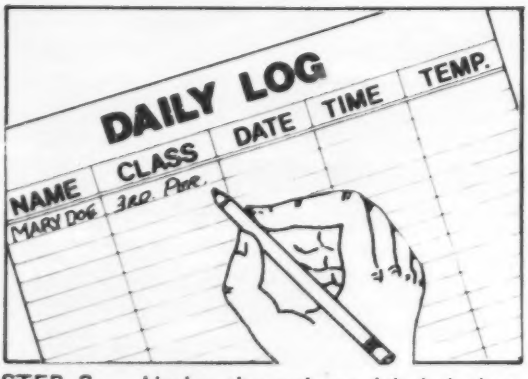
Instructional Objective VIII

Using the handout of a daily log, the student will record the information required in the proper columns.

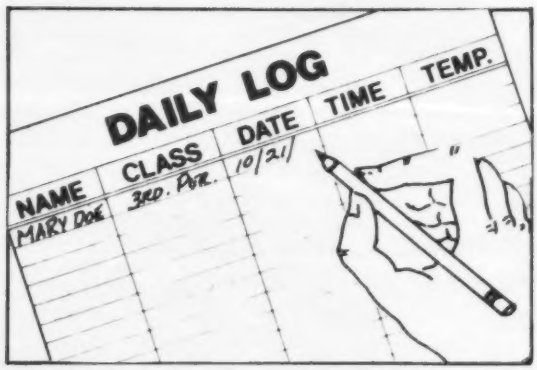
STEP 1 – Go to your instructor and get the handout of the daily log.



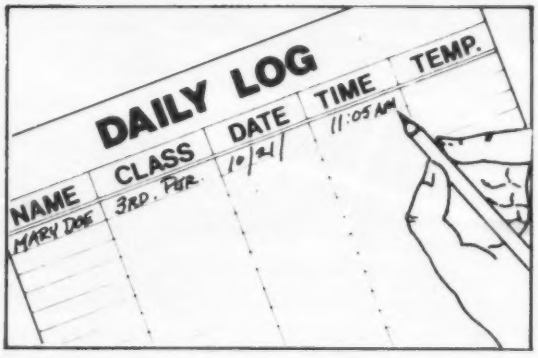
STEP 2 – Under the column labeled name, write in the student's name whose temperature you took.



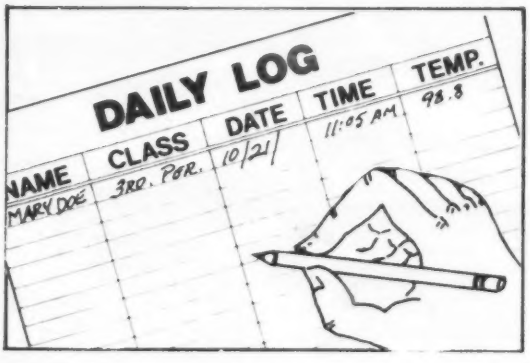
STEP 3 – Under the column labeled class, write in the period your class meets.



STEP 4 – Under the column labeled date, write in today's date.



STEP 5 – Under the column labeled time, write in the time the temperature was taken.



STEP 6 – Under the column labeled temperature, write in the temperature of the student.

Check Point

Recheck the information you recorded on the daily log. If your partner has not taken your temperature, then it is your partner's turn to do Objectives V through VIII.

355.374-010 AMBULANCE ATTENDANT (medical ser.)

Accompanies and assists AMBULANCE DRIVER (medical ser.) on calls: Assists in lifting patient onto wheeled cart or stretcher and into and out of ambulance. Renders first aid, such as bandaging, splinting, and administering oxygen. May be required to have Red Cross first-aid training certificate.

355.674-014 NURSE AIDE (medical ser.) hospital attendant; nursing assistant.

Assists in care of hospital patients, under direction of nursing and medical staff: Answers signal lights and bells to determine patients' needs. Bathes, dresses, and undresses patients. Serves and collects food trays and feeds patients requiring help. Transports patients to treatment units, using wheelchair or wheeled carriage, or assists them to walk. Drapes patients for examinations and treatments, and remains with patients, performing such duties as holding instruments and adjusting lights. Dusts and cleans patients' rooms. Changes bed linens, runs errands, directs visitors, and answers telephone. Takes and records temperature, pulse and respiration rates, and food and liquid intake and output, as directed. May apply compresses and hot water bottles. May clean, sterilize, store, prepare, and issue dressing packs, treatment trays, and other supplies and be designated as NURSE AIDE, CENTRAL SUPPLY (medical ser.). May prepare patients for delivery and clean delivery rooms, and be designated as NURSE AIDE, DELIVERY (medical ser.). May bathe, weigh, dress, and feed newborn babies and be designated as NURSE AIDE, NURSERY (medical ser.). May clean, sterilize, and assemble into packs, supplies and instruments used in surgery, and maintain cleanliness and order of operating rooms and be designated as NURSE AIDE, SURGERY (medical ser.).

412.674-010 ANIMAL KEEPER (amuse. & rec.) animal caretaker; menagerie caretaker; zoo caretaker.

Feeds, waters, and cleans quarters of animals and birds in zoo, circus, or menagerie: Observes animals to detect illnesses and injuries. Treats minor injuries or ailments, and reports serious illnesses and injuries to ANIMAL KEEPER, HEAD (amuse. & rec.). Transfers animals or birds from one cage or pen to another. May prepare food. May bathe and groom animals. May answer questions of visitors concerning animals or birds. May be designated according to animal cared for as BEAR KEEPER (amuse. & rec.); BIRD KEEPER (amuse. & rec.); CAT KEEPER (amuse. & rec.); DEER KEEPER (amuse. & rec.); ELEPHANT KEEPER (amuse. & rec.); MAMMAL KEEPER (amuse. & rec.); MONKEY KEEPER (amuse. & rec.); REPTILE KEEPER (amuse. & rec.).

079.367-010 MEDICAL ASSISTANT (medical ser.)

Performs following duties under direction of PHYSICIAN (medical ser.) in examination and treatment of patients: Prepares treatment rooms for examination of patient. Drapes patients with covering and positions instruments and equipment. Hands instruments and materials to doctor as directed. Sterilizes and cleans instruments. Prepares inventory of supplies to determine items to be replenished. Interviews patients and checks pulse, temperature, blood pressure, weight, and height. May operate equipment, give injections or treatments, and assist in laboratory. May schedule appointments, receive money for bills, keep X-ray and other medical records, perform secretarial tasks, complete insurance forms, and maintain financial records.

079.374-014 NURSE, LICENSED PRACTICAL (medical ser.)

Cares for ill, injured, convalescent, and handicapped persons in hospitals, clinics, private homes, sanitariums, and similar institutions: Takes and records temperature, blood pressure, and pulse and respiration rate. Dresses wounds, gives enemas, douches, alcohol rubs, and massages. Applies compresses, ice bags, and hot water bottles.

Observes patients and reports adverse reactions to medical personnel in charge. Administers specified medication, and notes time and amount on patients' charts. Assembles and uses such equipment as catheters, tracheotomy tubes, and oxygen suppliers. Performs routine laboratory work, such as urinalysis. Sterilizes equipment and supplies, using germicides, sterilizer, or autoclave. Prepares food trays and feeds patients. Records food and fluid intake and output. Bathes, dresses, and assists patients in walking and turning. Cleans rooms, makes beds, and answers patients' calls. Washes and dresses bodies of deceased persons. Must pass state board examination and be licensed. May assist in delivery, care and feeding of infants.

NURSE PROFESSIONAL (medical ser.) nurse; nurse, certified; nurse, licensed; nurse, registered.

A term applied to persons meeting the educational, legal, and training requirements to practice as professional nurses, as required by a State board of nursing. Performs acts requiring substantial specialized judgment and skill in observation, care, and counsel of ill, injured, or infirm persons and in promotion of health and prevention of illness. Classifications are made according to type of nursing activity engaged in as DIRECTOR, NURSING SERVICE (medical ser.); NURSE, GENERAL DUTY (medical ser.); NURSE, PRIVATE DUTY (medical ser.).